

**Agenda Item:** I.B.**DATE:** January 27, 2005**SUBJECT:** Annual Articulation and Transfer Status Report**ACTION RECOMMENDED:** Information

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**BACKGROUND INFORMATION:** In 2000, THEC adopted a 60-hour module to implement legislation for statewide articulation. The six categories of study that comprise the General Education Core are composed of:

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|----------------------------|---------|
| Communication              | 9 hours |
| Humanities                 | 9 hours |
| Social/Behavioral Sciences | 6 hours |
| History                    | 6 hours |
| Natural Sciences           | 8 hours |
| Math                       | 3 hours |

Since the implementation of this legislation, the composition of the General Education Core and the Pre-Major courses module has been revised. The Tennessee Board of Regents Lower Division General Education Core now consists of 41 semester hours with the remaining 19 hours being reserved for pre-major courses. Each University of Tennessee campus has different General Education requirements.

An effective transfer process is essential for institutions, especially to accommodate the movement of students among the thirteen two-year institutions and nine universities. Numerous avenues (summarized below) of transfer are available to students attending institutions, including course equivalency agreements for the transfer of specific courses and articulation agreements for the transfer of programs. The TBR and UT systems will continue to work together to enhance a state-wide 60-hour transfer process as required in the Articulation statute.

- TBR, UTC, and UTM will soon have a Memorandum of Understanding (MOU) for reciprocal transfer of Lower Division General Education requirements. The proposed MOU is based upon a model currently in place at the University of Tennessee Chattanooga to accept the fulfillment of general education courses by graduates of Cleveland State Community College and Chattanooga State Community College.
- TBR has created an advisory committee consisting of six university and six community college representatives to review changes requested by institutions.
- UT System campuses in Chattanooga, Knoxville, and Martin have defined the necessary elements to insure that all appropriate undergraduate

degrees conform to a 120-hour minimum effective Fall Semester 2005 and very few exceptions have been made—mostly due to accreditation/licensure requirements. Because of its special mission, the UT Health Sciences Center in Memphis offers no General Education. Most programs are post-baccalaureate; therefore, all students seeking a bachelor's degree are transfer students. All previous academic work is evaluated by the program to which they apply.

- TBR has appointed a task force to refine the articulation of Tennessee Technology Center programs to the Associate of Applied Science (A.A.S.) or certificate programs in community colleges.
- TBR has another task force appointed to address the articulation of licensed practical nursing (LPN) programs to registered nurse programs (RN) and to establish and shorten pathways from high school curricula to LPN programs in TTC's to RN programs in community colleges (Associate of Applied Science Degree). UT System campuses have developed mechanisms to assist students with non-baccalaureate workplace credentials to work toward a bachelor's degree. This includes RN-to-BSN programs, alternative K-12 and Teacher licensure.
- TBR has added significant provisions to assure the transferability of General Education courses. Community college students who complete the Associate of Arts or Associate of Science degree will have satisfied all lower-division General Education requirements upon transfer to a TBR university. Students who complete blocks of the General Education subject categories and who transfer among TBR institutions are determined to have fulfilled the applicable requirements, thus avoiding any repetition of these courses.
- The UT System campuses have reviewed their General Education requirements with a particular eye toward their meshing effectively with TBR's common Lower Division Core Curriculum. The UT System is committed to making sure that the credit hours of every transfer student are treated consistently with those earned by an enrolled UT student. Each UT System campus has carefully developed course-by-course transfer agreements that are keyed to each TBR campus (two-year and four-year) and the Regents Online Degree Program (RODP). Additionally, each UT System campus carefully maintains academic major program articulation agreements with participating community colleges.
- All institutions in the TBR and UT systems have identified a high-level administrative office to be the "one-stop" point of contact to coordinate the transfer process for students (both before transfer and after enrolling). This office acts as liaison with other campuses, maintains and disseminates transfer/articulation agreements, and assists students with transfer credit problems.

**Transfer Trends:**

- On the average, transfer students in Tennessee comprise nine percent of all students enrolled in public colleges and universities during a fall semester. In the Fall 2004 semester, 176,676 undergraduate students enrolled in Tennessee public colleges and universities; 8.7 percent (15,327) of enrollees were transfer students.
- When compared to national transfer data, Tennessee transfer patterns are low. Nationally, 39 percent of community college students transfer to a 4-year institution. In Tennessee, 29 percent of students transfer from a community college to a 4-year institution and among the SREB states, over 21 percent of students transfer from a community college to a 4-year institution.
- In Tennessee, 9.6 percent of the overall undergraduate population at public universities was comprised of transfer students, while community colleges had a transfer population of 7.5 percent.
- A majority (63.8 percent) of transfer students transferred from public and private colleges within Tennessee, while 35.3 percent transferred from out-of-state institutions.
- Of the degrees awarded at Tennessee community colleges during the 2003-04 academic year, 43 percent (2,652 students) were in university parallel degree programs such as Associates of Arts and Associates of Science degrees, which are intended to prepare students for transfer to a university. Of the 2,652 parallel degree graduates, 46.3 percent enrolled at a state university during the Fall 2004 semester.